

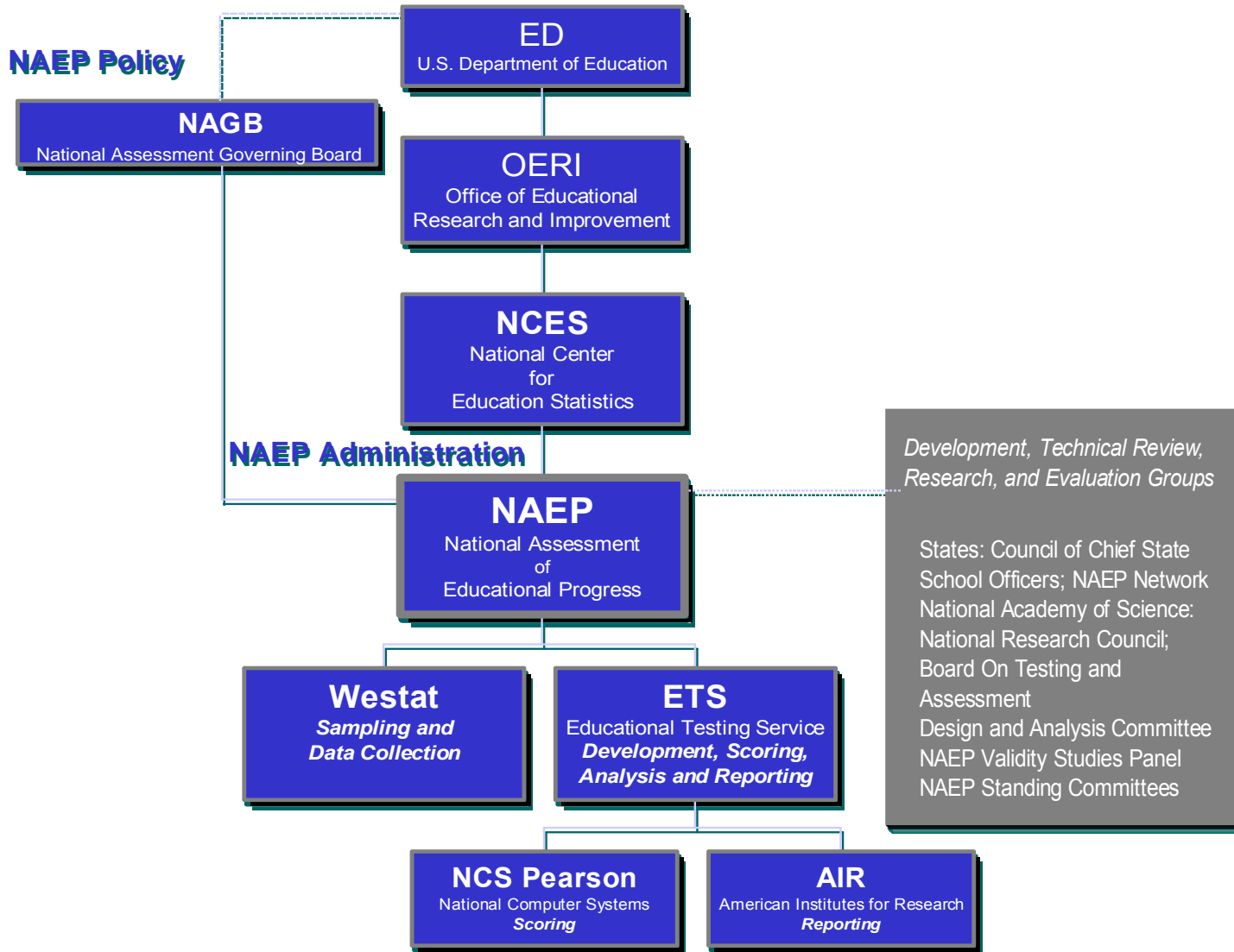
Idaho State Board of Education
Boise, March 2003

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N₁ **A**₁ **E**₁ **P**₃

Bert Stoneberg Jr., Ph.D.
NAEP State Coordinator
Idaho Department of Education





The National Assessment of Educational Progress (NAEP)

MAIN

National
(Public & Private)
Grades 4, 8 & 12

State
(Public)
Grades 4 & 8

District
(Public)
Grades 4 & 8

LONG-TERM

National
(Public & Private)
9, 13 & 17 yr olds

SPECIAL STUDIES

NCLB mandates State NAEP

NAEP schedule of assessments

Year	National	State	Long-Term
2003	Reading (4 and 8) Math (4, 8 and 12)	Reading (4 and 8) Math (4 and 8)	
2004	Foreign Language (12) Field Tests (4, 8 and 12)		Reading & Math (ages 9, 13, and 17)
2005	Reading (4, 8 and 12) Math (4, 8 and 12) Science (4, 8 and 12)	Reading (4 and 8) Math (4 and 8) Science (4 and 8)	
2006	US History (12) Economics (12) Civics (4, 8 and 12)		
2007	Reading (4, 8 and 12) Math (4, 8 and 12) Writing (4, 8 and 12)	Reading (4 and 8) Math (4 and 8) Writing (4 and 8)	
2008	Arts (8)		Reading & Math (ages 9, 13, and 17)

Rules Governing Participation

- National Center for Education Statistics (NCES/NAEP)
- “No Child Left Behind Act” (NCLB)
- Idaho State Board of Education’s
“Rules Governing Thoroughness”
(IDAPA 08.02.03.111)

New NAGB Policies - 1

Informing Parents about Participation in NAEP

- Under NCLB: Parents of children selected to participate in any NAEP assessment will be informed that an individual student's participation is voluntary.
- NCES will assist schools, school districts, and states in notifying parents of the “opt out” provision. This assistance will include preparing informative publications for distribution to parents.

New NAGB Policies - 2

Public Access

- Under NCLB: The public must have access to all NAEP data, background questionnaires, and test questions. Exceptions are made for “personally identifiable” information and certain cognitive questions that are likely to be reused.
- New Policy: All secure (not previously released) cognitive questions will be made available within 45 days of a written request. Local school districts must make “reasonable efforts” to inform parents and others about the access procedures.

New NAGB Policies - 3

Complaints

- Under NCLB: Parents, general public, state and LEA representatives may submit complaints about NAEP to NAGB.
- There will be a prompt response to written complaints about NAEP submitted to NAGB. This response will include administrative review, a written response from the NAGB Executive Director, and an opportunity to appeal the decision.

NAEP Design:

Subject Area Frameworks

- **NAGB responsible** for test frameworks and test specifications
- Frameworks and specifications developed by a **national consensus process**
- Frameworks and specifications guide the development of test questions

NAEP Design:

Item Development

- Items based on subject area framework
- **Developers** include teachers, subject area specialists, and testing experts
- Items meet professional standards for testing
- **Experts review items** for quality, bias, and sensitivity

NAEP Design: Sampling

- **Multi-Stage Stratified Random Sampling**
 - selection of schools
 - selection of students within schools
- **Sample Size**
 - Approximately equal sample sizes for each state
 - About 100 schools for each grade and subject
 - About 2,500-3,000 students assessed for each grade and subject

NAEP Design:

Sampling (cont.)

- **Sampling Schools** (Common Core of Data)
 - Size of school (enrollment)
 - Type of location (center city, rural, etc)
 - Minority Enrollment (2 largest groups)
 - Achievement on State Assessment /or Median household income in ZIP code
- **Sampling Students** (School's Student List)
 - Matrix sample (64 or 128 students)
 - “BIB-Spiraling” in booklets

NAEP Design:

Test Administration

- Westat staff comes to the school on a scheduled date to administer the assessment
- Accommodations are used with students with disabilities and with LEP students
- **Total student time: 90 minutes**
(including distribution and collection of materials)

NAEP Design:

Ways of Reporting Results

- **Scale Scores** (1-300 or 1-500)
- **Achievement Levels** (Percent of Students who are Basic, Proficient, or Advanced)
- **Data Disaggregation** by (1) subgroups e.g., race, gender, poverty, disability, and language proficiency; (2) states and nation; (3) background factors reported by students, teachers and administrators

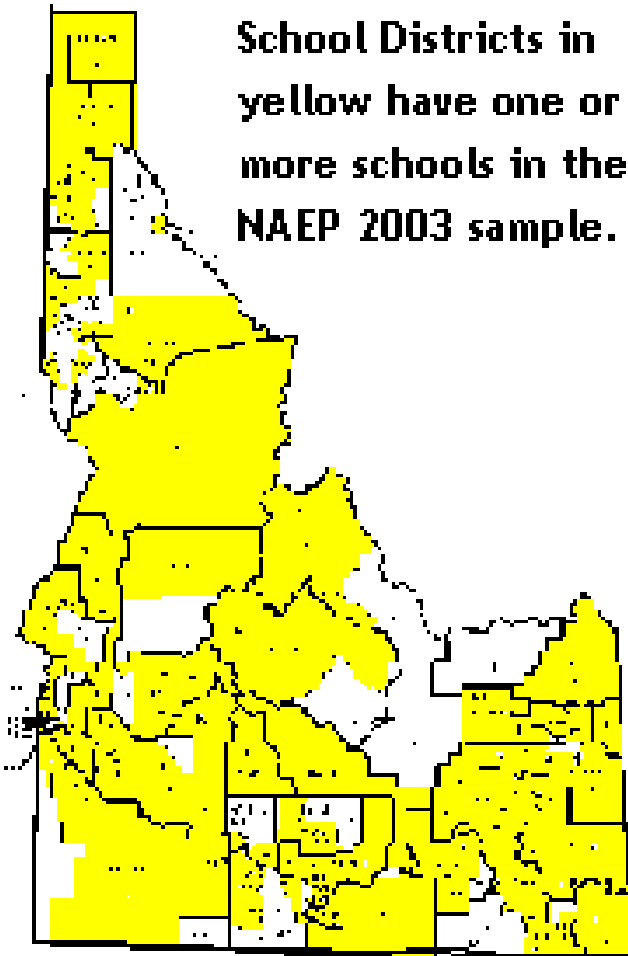
NAEP Design:

No Student or School Scores

- Only **sample of schools** in state invited to take part
- Only **sample of students** in those schools are tested
- **Students don't take all items** (only 50 minutes of a 6 or 7 hour test)
- Student identity, by law, is **confidential**

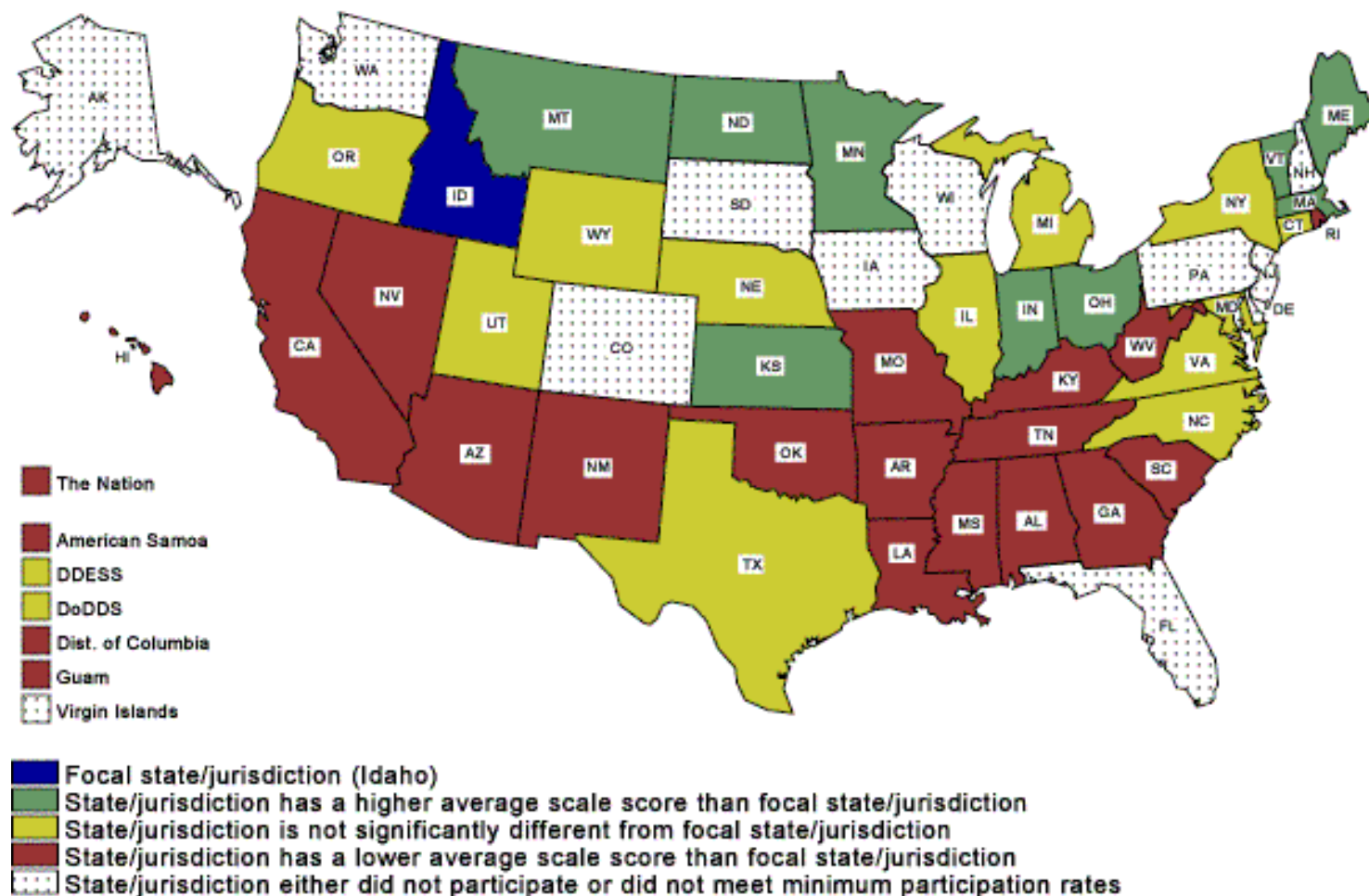
STATE NAEP	Grade	Idaho Participation in Year _____							
		1990	1992	1994	1996	1998	2000	2002	2003
Mathematics	4		YES		NO		YES		YES
	8	YES	YES		NO		YES		YES
Reading	4		YES	NO		NO		YES	YES
	8					NO		YES	YES
Science	4						YES		
	8				NO		YES		
Writing	4							YES	
	8					NO		YES	

Idaho NAEP 2003 - Participation



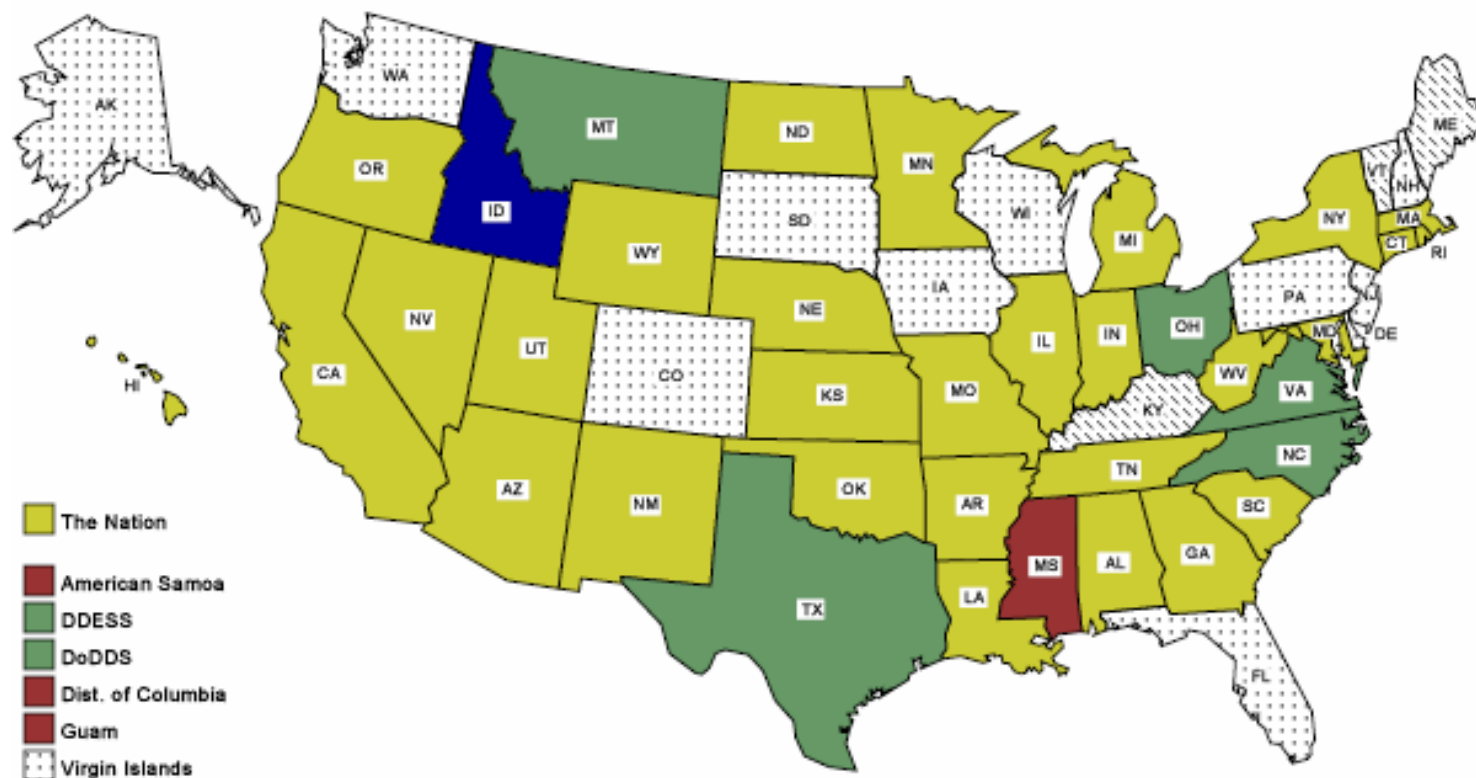
- Reading and Mathematics
- Grades 4 and 8
- January 27 to March 7 (results in September)
- 216 Idaho schools (117 with grade 4 and 99 with grade 8)
- 82 Idaho school districts

NAEP Mathematics/Composite
Average Scale Score
Grade 8/Accommodations Not Permitted
2000



SOURCE: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

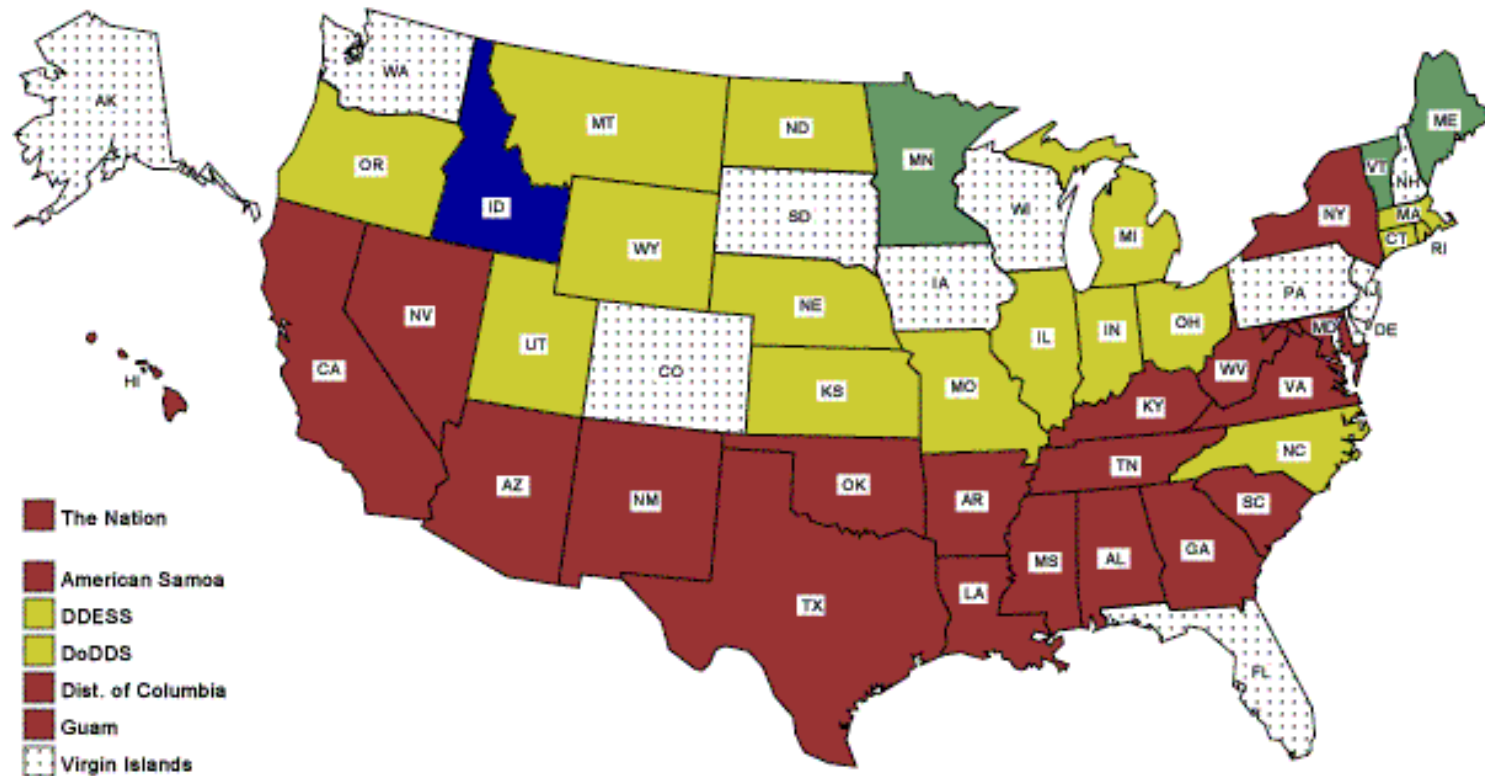
NAEP Mathematics/Composite
Average Scale Score
Grade 8/Accommodations Not Permitted
Race/ethnicity used for NAEP reporting/Hispanic
2000



- Focal state/jurisdiction (Idaho)
- State/jurisdiction has a higher average scale score than focal state/jurisdiction
- State/jurisdiction is not significantly different from focal state/jurisdiction
- State/jurisdiction has a lower average scale score than focal state/jurisdiction
- State/jurisdiction either did not participate or did not meet minimum participation rates

SOURCE: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

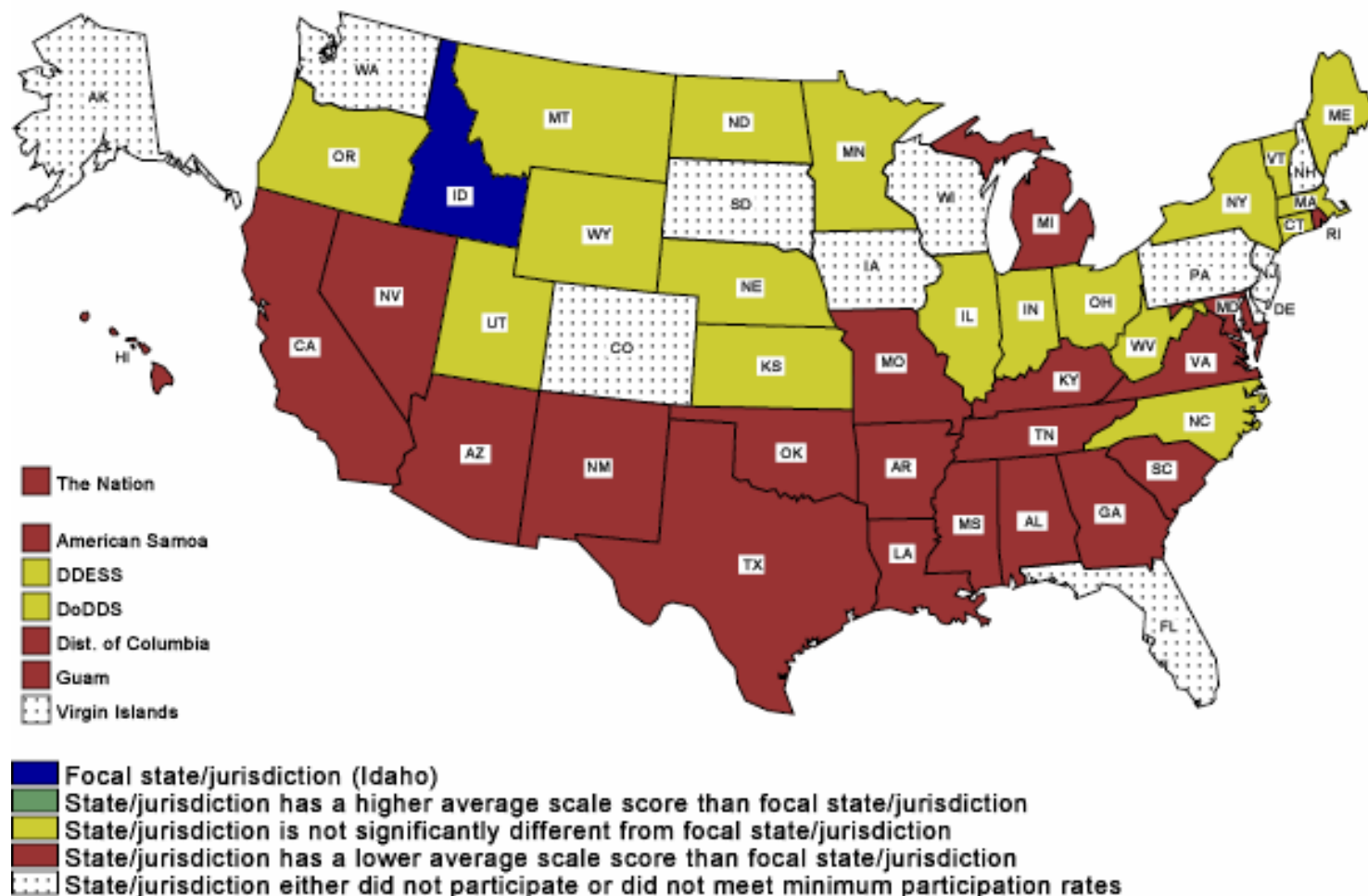
NAEP Mathematics/Measurement
Average Scale Score
Grade 8/Accommodations Not Permitted
2000



- Focal state/jurisdiction (Idaho)
- State/jurisdiction has a higher average scale score than focal state/jurisdiction
- State/jurisdiction is not significantly different from focal state/jurisdiction
- State/jurisdiction has a lower average scale score than focal state/jurisdiction
- State/jurisdiction either did not participate or did not meet minimum participation rates

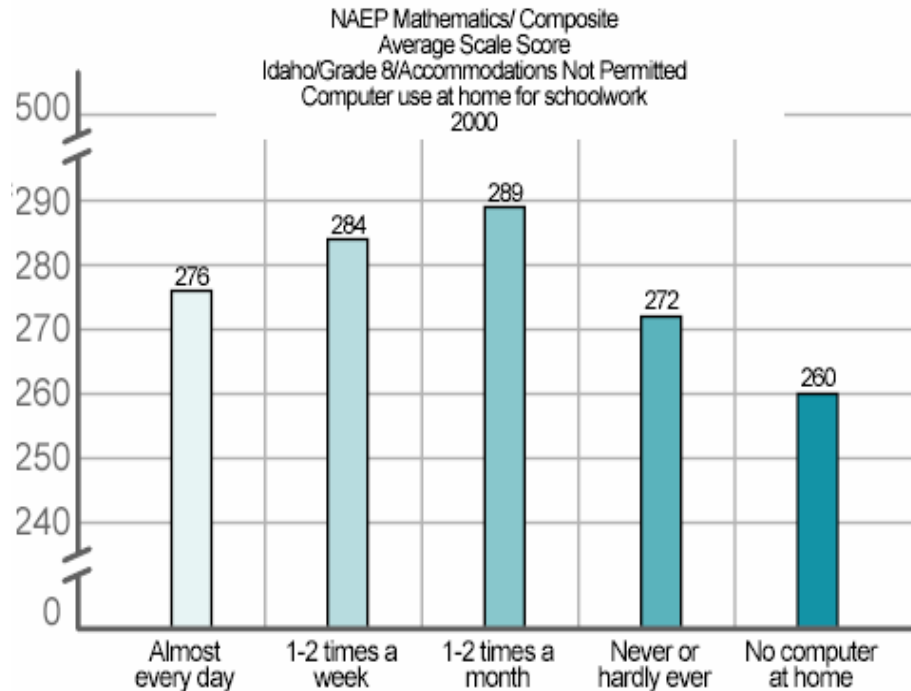
SOURCE: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

NAEP Mathematics/Measurement
Average Scale Score
Grade 8/Accommodations Not Permitted
Natl School Lunch Prog eligibility (3 categories)/Eligible
2000

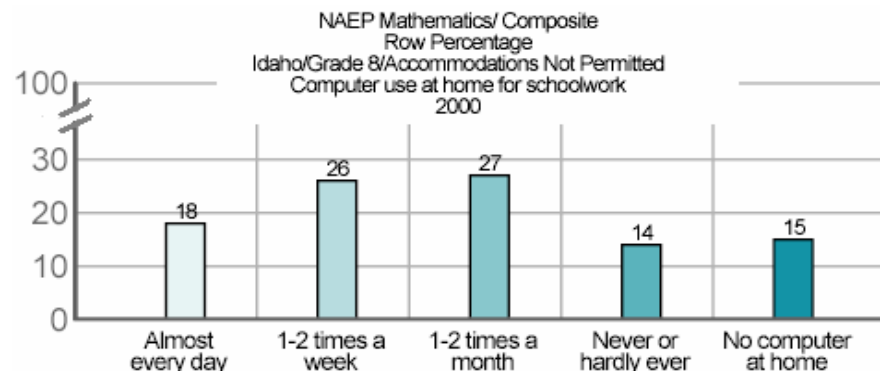


SOURCE: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

NAEP data can be organized by background information reported by students/staff.



SOURCE: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.



- In 2000, Idaho 8th graders who reported using a computer at home for schoolwork 1-2 times a month scored higher in math than students who used a computer for schoolwork almost every day, 1-2 times a week, or hardly ever.
- In 2000, Idaho 8th graders who did not have a computer in the home scored lower in math than those who had access to a computer at home.
- In 2000, 15 percent of Idaho 8th graders reported they did not have a computer in the home.

Idaho/Mathematics Composite/Accommodations Not Permitted/Grade 8/2000

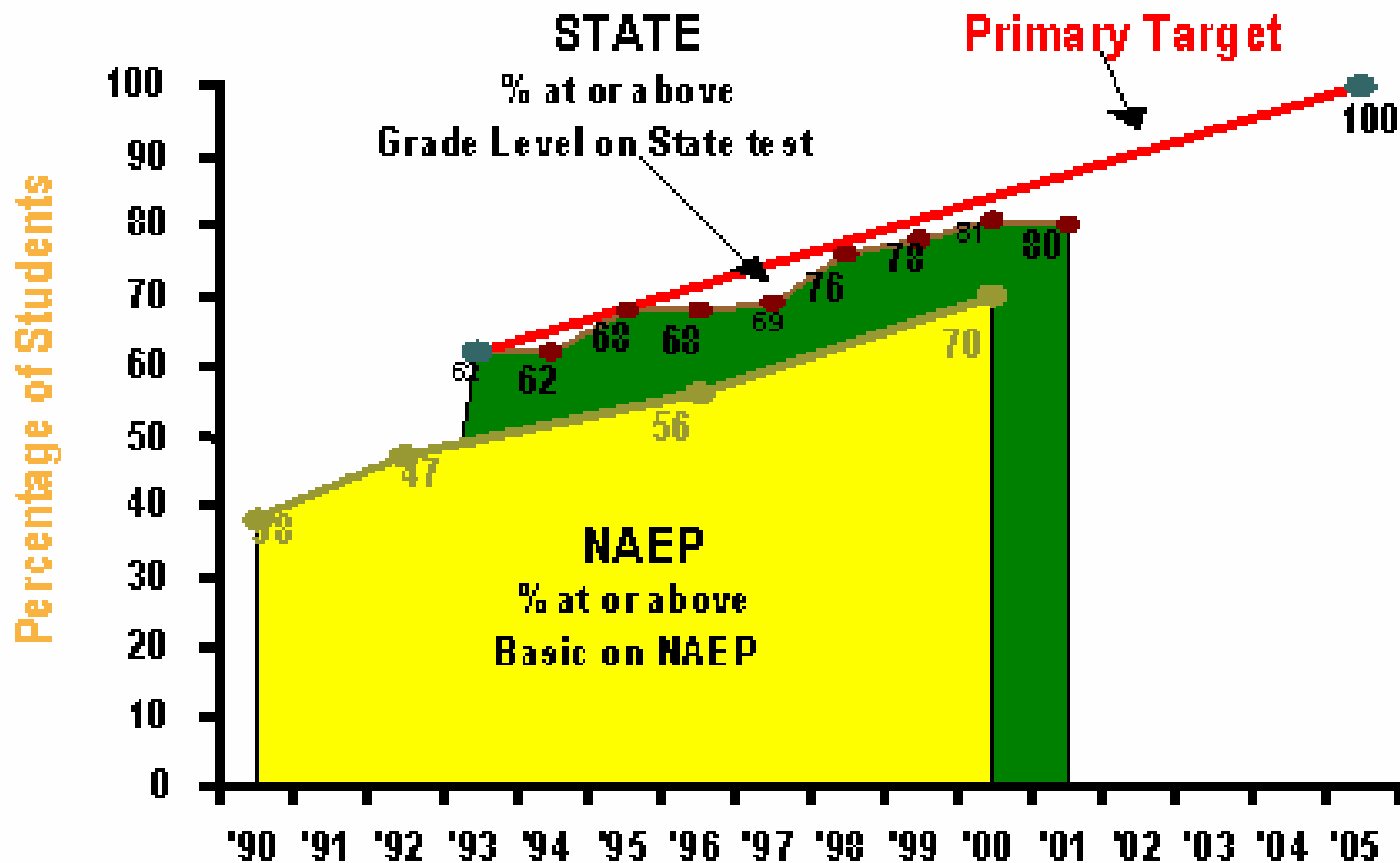
Gender of student as taken from school records [GENDER]

Percentage of Students At or Above Each Achievement Level (with Standard Errors in Parentheses)

		At Advanced		At or Above Proficient		At or Above Basic		Below Basic	
Jurisdiction		Pct.	(S.E.)	Pct.	(S.E.)	Pct.	(S.E.)	Pct.	(S.E.)
Male	Idaho	4%	(0.8)	28%	(2.5)	71%	(1.8)	29%	(1.8)
	National (Public)	6%	(0.6)	29%	(1.2)	66%	(0.9)	34%	(0.9)
Female	Idaho	3%	(0.7)	26%	(1.9)	72%	(2.1)	28%	(2.1)
	National Public)	4%	(0.6)	24%	(1.0)	64%	(1.1)	36%	(1.1)

SOURCE: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment

In 2000, the percentage of Idaho male and female 8th grade students who scored “At or Above Basic” was higher than their national counterparts.



Student Time Required for Idaho Assessment System

Grade	ISAT	IRI	DMA	DWA	NAEP	Total Testing Minutes	Min+50%	Hours	Mandated Hours of Instruction	Percent	Testing Seconds per Hour	Remaining Seconds per Hour
K		45				45	67.5	1.1	450	0.25%	0:09	59:51
1		45				45	67.5	1.1	810	0.14%	0:05	59:55
2	420	45				465	697.5	11.6	810	1.44%	0:52	59:08
3	420	45				465	697.5	11.6	810	1.44%	0:52	59:08
4	420		60		90	570	855.0	14.3	900	1.58%	0:57	59:03
5	420			75		495	742.5	12.4	900	1.38%	0:50	59:10
6	420		60			480	720.0	12.0	900	1.33%	0:48	59:12
7	420			90		510	765.0	12.8	900	1.42%	0:51	59:09
8	420		60		90	570	855.0	14.3	900	1.58%	0:57	59:03
9	420			90		510	765.0	12.8	990	1.29%	0:47	59:13
10	420					420	630.0	10.5	990	1.06%	0:38	59:22
11	420					420	630.0	10.5	990	1.06%	0:38	59:22
12	420				90	510	765.0	12.8	990	1.29%	0:47	59:13

ISAT = Three 60-minute tests (reading, language, math) + 30 minutes — administered twice a year: fall and spring.

IRI = One 8-minute test + 7 minutes — administered three times a year: fall, winter and spring.

NAEP = Administered in 1/3 of 4th-grade schools and 5/6 of 8th-grade schools (about 100 schools for each grade).

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Welcome to Idaho NAEP

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The **National Assessment of Educational Progress** (NAEP), a.k.a. "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Its two major goals are to measure student achievement and to report change in performance over time. NAEP provides results for the nation as a whole and for the states separately. Performance is reported by groups of students, e.g., by gender, by different racial and ethnic groups, and by participation in special programs. *NAEP is not an individual student test, and it does not provide results for individual students or for their schools.*



In Idaho, NAEP is both a federal program and a state program. The Idaho State Board of Education added NAEP to the [state testing program](#) because it provides comparative state and national data about student achievement. The "rules" governing participation in NAEP are more demanding for the Idaho program than for the federal program ([more](#)). All students in Idaho public schools are required to take part in NAEP, if they are selected. It is noteworthy that Idaho's statewide testing program, including NAEP, requires [less than one minute of each student-instructional hour](#) (125 KB PDF file) mandated for the school year.

Visit Idaho NAEP at <http://www.sde.state.id.us/naep/>